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ABSTRACT

This planning grid for teaching visual arts in grade 1 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts is creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, themes, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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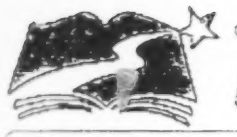

Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 1

Delaware Department of Education
John G. Townsend Building
401 Federal Street
P.O. Box 1402
Dover, DE 19903

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VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

A. Students will know that different kinds of media, techniques , and processes are used to create works of art;

B. Students will understand that various media, techniques, and processes create different effects in works of art;

C. Students will experiment with and use a variety of two-dimensional and three dimensional media, techniques, and processes to develop manipulative skills;

D. Students will employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art; and

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.601	identify and name simple art tools, technologies, and materials.																		
1.602	identify and name basic art techniques and processes including, but not limited to:																		
	1. painting,																		
	2. drawing,																		
	3. sculpting/forming,																		
	4. cutting,																		
	5. gluing/fastening, and																		
	6. printing.																		
1.603	demonstrate that various tools, technologies, and materials produce different effects.																		
1.604	show the relationships between effects of tools, technologies, and materials and corresponding techniques and processes.																		

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1.605	develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to:																				
	1. scissors,																				
	2. adhesives,																				
	3. markers (water-based),																				
	4. paint (tempera, watercolor),																				
	5. brushes (large, medium, small),																				
	6. pencils (graphite and colored),																				
	7. crayons,																				
	8. modeling compound(s),																				
	9. papers (multiple sizes, weights and textures),																				
	10. fibers (yarn, string, cloth), and																				
	11. chalk, pastels, and/or oil pastels.																				
1.606	practice a variety of techniques and processes to achieve different effects.																				
1.607	employ a variety of two-dimensional and three-dimensional media, techniques, technologies, and processes to communicate ideas, experiences, and stories.																				
1.608	solve visual arts problems by creating computer generated works of art.																				
1.609	use media and tools in a safe and responsible manner.																				

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.

A. Students will recognize, name, and apply the visual components of art and design (line, color, value, shape and form, space, and texture);

B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);

C. Students will understand that creating works of art involves the development of ideas across time; and

D. Select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own work.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.610	identify and name primary (red, yellow, blue) and secondary (orange, green, violet) colors in natural and man-made environments and in works of art.																		
1.611	understand that red, yellow, and blue are mixed to create the secondary and intermediate colors.																		
1.612	recognize that secondary colors are made from mixing two primary colors.																		
1.613	identify and use lightness and darkness of lines and colors.																		
1.614	perceive and describe the various types (e.g., straight, curved, slanted, broken, zigzag) and qualities (e.g., thick, thin, light, dark, smooth, rough, wavy) of line.																		
1.615	recognize that line is used to define shape.																		
1.616	recognize and describe the rhythmic qualities of line which show direction and movement (e.g., horizontal, vertical, diagonal, up, down, looping, wavy, zigzag, jagged).																		
1.617	recognize and distinguish ways that various art media produce different effects when used to create lines and shapes (e.g., smooth, sharp, rough,																		

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	crisp, delicate, bold, fuzzy, blended, watery, blurry, bumpy, ragged).																			
1.618	know that shapes are flat and have two dimensions: length and width.																			
1.619	recognize that objects are composed of one or more basic shapes.																			
1.620	distinguish between geometric and free form (organic) shapes.																			
1.621	perceive and identify various shapes within the natural world and the environment built by people and within works of art.																			
1.622	recognize that some shapes are found inside other shapes.																			
1.623	recognize that some spaces are full (positive) and some spaces are empty (negative).																			
1.624	recognize a horizonal line in the natural world and within works of art.																			
1.625	identify and describe a variety of surface qualities (e.g., hard, soft, rough, smooth).																			
1.626	use various art media to create visual (implied, seen) and tactile (real, felt) textures.																			
1.627	use a variety of textures.																			
1.628	use repeated lines, shapes, colors, and textures to create patterns.																			
1.629	identify symmetrical (formal) and asymmetrical (informal) balance.																			
1.630	understand that creating works of art involves the development of ideas over time.																			
1.631	select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own works.																			

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

A. Students will explore and understand possible sources of subjects and ideas for creating works of art; and

B. Students will select and use subjects, symbols, and ideas to communicate meaning in works of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.632	consider real, remembered, or imagined life experiences as possible sources for content to make representational and nonrepresentational images.																		
1.633	use real, remembered, or imagined life experiences as sources for content to make representational and nonrepresentational images.																		

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VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

A. Students will recognize how the visual arts are used as a daily part f life;

B. Students will recognize that the visual arts have a history;

C. Students will understand that characteristics of works of art identify them as belonging to particular cultures, times, and places;

D. Students will know how cultures, times, and places influence the visual arts; and

E. Students will understand differences in purpose and distinguish between functional and nonfunctional works of art and design in various cultures, times, and places.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.634	recognize how the visual arts are used as a part of daily life.																		
1.635	recognize that art, like people and things, changes over time.																		
1.636	recognize that the characteristics of works of art differ across cultures, times, and places.																		
1.637	recognize influences of the visual arts in their own communities.																		
1.638	identify functional and nonfunctional works of art from various cultures, times, and places.																		

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VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.

A. Students will understand that the visual arts are forms of communication for the expression of ideas, actions, and emotions;

B. Students will understand an apply visual arts vocabulary when observing and describing works of art;

C. Students will recognize and explore various purposes for creating works of art;

D. Students will describe how individual experiences influence the creation of specific works of art; and

E. Students will examines characteristics of works of art that evoke various responses from viewers.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.639 understand that works of art communicate ideas and emotions.																		
1.640 recognize and use visual arts vocabulary to describe works of art.																		
1.641 recognize various purposes for which works of art are created.																		
1.642 recognize how individual experiences are used in the creation of specific works of art.																		
1.643 recognize that characteristic of works of art evoke different responses from viewers.																		

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VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will recognize similarities between characteristics of the visual arts and other arts disciplines;

B. Students will recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum; and

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work forces and improves the quality of everyday life.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.644 identify and name the basic characteristics of each of the four art forms.																		
1.645 recognize the relationships between the characteristics of the visual arts and other disciplines in the curriculum.																		
1.646 recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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